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**Review: *Undocumented and in College: Students and Institutions in a Climate of National Hostility*,
edited by Terry-Ann Jones and Laura Nichols**

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Undocumented and in College: Students and Institutions in a Climate of National Hostility. Edited by Terry-Ann Jones and Laura Nichols. New York: Fordham University Press, 2017. 192 pages. \$28.00 (paper).

Frankly I do not know if I can review this book, *Undocumented and in College: Students and Institutions in a Climate of National Hostility*, with complete objectivity but I will try my best. The book is based on a multi-year research study led by the Center for Faith and Public Life, which I founded at Fairfield University in Fairfield, Connecticut. Advancement Vice President Noel Appel and I secured the generous funding by the Ford Foundation. I became national director of the project. We wanted to look at the situation of the DACA students attending the twenty-eight Jesuit colleges and universities in the United States. They were children brought to the country by parents or adult sponsors without authorization. At the time, President Obama through an executive order temporarily deferred their deportation. Because large scale changes in immigration status requires the approval of Congress, President Trump closed the DACA program and encouraged Congress to find a way to allow the DACA persons to adjust to a more permanent legal status. The President said that he would support legalizing 1.8 million residents in the United States who are affected by the DACA problem. At this time it is still unclear if Congress can pass a bill.

The editors of this book are Terry-Ann Jones, Associate Professor of Anthropology and Sociology at Fairfield University and Laura Nichols, Associate Professor of Sociology at Santa Clara University in California. They joined with a team of researchers from other Jesuit schools to carry out the study outlined in this book. Sociology professor Kurt Schlichting at Fairfield was the lead researcher. It represented an unprecedented look at several different aspects of DACA student lives at the twenty-eight private

Jesuit institutions. Much to their credit, the editors and the writers of this book have in some ways gone beyond the final research report that was released publicly in the Senate Office Building in Washington, D.C. and attended by most of the presidents of the Jesuit schools. The university presidents took the report very seriously. The president of Georgetown, for example, has taken a leadership role in trying to convince Congress to pass a bill.

The book gives a more in-depth look at several topics that arose from the research report. Terry-Ann Jones begins with a chapter on theoretical explanations of the phenomenon of international migration, including the issue of children in migration. Kurt Schlichting follows with a chapter on the history of U.S. immigration and the founding of so many Catholic colleges to educate immigrants. Immigration attorneys Ana Siscar and Sahng-Ah Yoo offer a legal perspective on the DACA problem and how to overcome the existing legal barriers. Michael Canaris, Assistant Professor of Ecclesiology at Loyola University Chicago, gives the reader a clear moral framework for the Jesuit and Catholic principles that apply to the DACA problem. Laura Nichols and Maria Guzman look at the sometimes surprising personal experiences of these college students based on individual interviews. Finally, there is a chapter by Susanna Klaf and Katherine Kaufka Walts on the institutional response of the Jesuit schools across the country.

Only about eight percent of DACA high school students have gone on to higher education. An even smaller number manage to attend the more expensive private Jesuit colleges and universities.

So the research addresses a very small proportion of the estimated 800,000 DACA persons.

Yet despite its limitations, the book is an excellent read for someone who wants a deeper understanding of the DACA problem and its effect on young students.

The book will also appeal to college faculty and administrators—especially in private Catholic institutions trying to help undocumented students at their schools. Finally, anyone who wants to learn more about the Jesuit educational mission in higher education in America and its guiding principles and pedagogy would do well to read this excellent and clear presentation. HJE